



Greenbrier Elementary School

853 Log Shoals Road
Greenville, SC 29607

Grades	PK-5 Elementary School	
Enrollment	822 Students	
Principal	Y.C. (Nicky) Andrews	864-355-5300
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

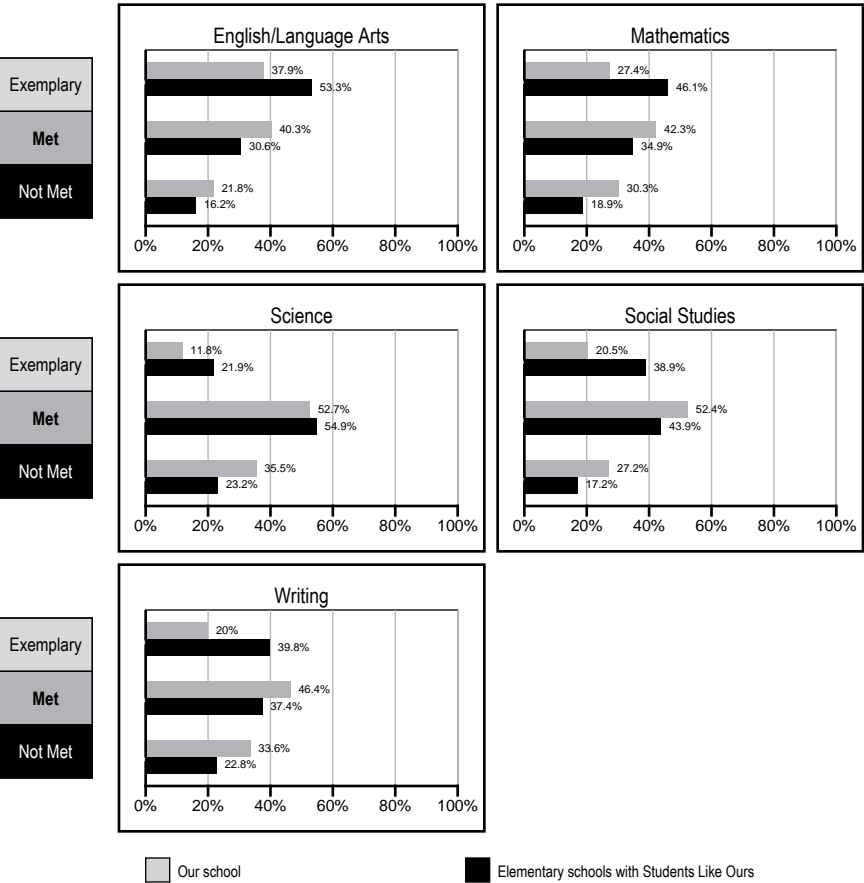
96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
41	23	6	1	0

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=822)				
First graders who attended full-day kindergarten	100.0%	Up from 90.2%	100.0%	100.0%
Retention rate	1.3%	Up from 0.9%	0.7%	1.0%
Attendance rate	96.9%	No Change	96.9%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	53.2%	Up from 47.8%	62.4%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	96.2%	Up from 91.2%	90.1%	88.7%
Teacher attendance rate	94.2%	Up from 93.6%	95.0%	95.1%
Average teacher salary*	\$45,413	Up 1.9%	\$48,843	\$47,210
Professional development days/teacher	12.3 days	Up from 10.7 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 23.4 to 1	20.5 to 1	20.0 to 1
Prime instructional time	89.1%	Down from 89.4%	90.8%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,478	Down 1.5%	\$6,866	\$7,247
Percent of expenditures for instruction**	70.9%	Up from 70.7%	69.7%	68.2%
Percent of expenditures for teacher salaries**	70.6%	Up from 69.6%	67.7%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Greenbrier Elementary: The School of Kindness provides a caring and supportive environment. This caring community requires students and teachers to take active roles in shaping the culture and environment of the classroom, as well as of the school at large.

Greenbrier is an environment where students feel safe physically, emotionally and intellectually. We believe caring relationships in school allow students and staff members to feel safe to take risks and participate without fear of ridicule. By learning how to actively Take Time to Be Kind (TTTBK) through use of good manners, performing random acts of kindness, and helping others when they are struggling, students promote a climate of care and respect. Kindness Patrols help promote the vision of TTTBK by modeling kindness and leading school community service projects. By learning how to actively TTTBK, students and faculty help create a culture of support and acceptance.

Our mission at Greenbrier Elementary is to become seekers of learning, models of excellence, and builders of character. Greenbrier Elementary is a public school in southern Greenville County located in the Mauldin community. Our school, home to over 800 wonderful students, has heterogeneously grouped classes in kindergarten through grade five. We have a 4K classroom and five self-contained special education classes. Specialists in art, music, physical education, and library science teach all students. The academic curriculum is both meaningful and appropriately challenging for all students. With ongoing staff development, strategies for differentiating instruction are presented and shared at grade level meetings to ensure that teachers are meeting the learning needs of their students. Academic support is given to students who struggle with learning concepts. Formative common assessments provide data for the teachers to identify students' learning needs and differentiate instruction. Common grade level planning provides collaboration for curricular decisions that address and support student needs. These strategies ensure that every student is valued and respected and every opportunity is given to assist each student to excel, regardless of the learning needs and cultural differences. Modeling

Working together, our Parent Teacher Association (PTA) and School Improvement Council (SIC) along with parents, grandparents, school staff and the community seek to serve the mission of Greenbrier. The partnership between Greenbrier's PTA, SIC, and the community is held in high regard. Through gifts of time and donations, our business partners enable us to host family-friendly events throughout the year and have included Family Fun Nights, where families come together for healthy dinners and engage in fun activities that focus on positive connections. Greenbrier believes in effective and frequent home-school communication. We look forward to opportunities that lie ahead for our students and our school as we continue to strive for excellence.

For information about our school, please contact Mrs. Nichole Colby, our SIC Chairwoman or our principal, Mrs. Nicky Andrews

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	136	59
Percent satisfied with learning environment	82.2%	80.9%	87.9%
Percent satisfied with social and physical environment	93.3%	79.1%	88.1%
Percent satisfied with school-home relations	86.7%	86.0%	84.5%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	86.0
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Greenbrier Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	656.5	641.2	613.5	625.7	100.0	100.0
Male	651.2	642.6	614.6	626.2	100.0	100.0
Female	662.2	639.7	612.3	625.1	100.0	100.0
White	666.0	651.7	626.2	630.4	100.0	100.0
African American	641.9	625.3	596.6	616.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	660.3	642.1	612.1	631.3	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	603.6	590.1	569.3	589.3	100.0	100.0
Limited English Proficient	652.1	636.2	597.7	627.1	100.0	100.0
Subsidized meals	647.4	628.9	605.2	614.5	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	139	100	15.3	37.4	47.3	84.7
	4	145	100	23.7	51.1	25.2	76.3
	5	147	100	23.7	48.1	28.1	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	132	100	17.3	23.6	59.1	82.7
	4	133	100	24.2	44.5	31.3	75.8
	5	154	100	25	50.7	24.3	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	139	100	32.8	26.7	40.5	67.2
	4	145	100	31.1	57.8	11.1	68.9
	5	147	100	40	48.9	11.1	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	132	100	29.1	33.1	37.8	70.9
	4	133	100	25.8	49.2	25	74.2
	5	154	100	34.7	45.8	19.4	65.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	71	100	42.4	43.9	13.6	57.6
	4	145	100	35.6	56.3	8.1	64.4
	5	76	100	44.3	47.1	8.6	55.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	68	100	39.4	33.3	27.3	60.6
	4	133	100	35.9	60.2	3.9	64.1
	5	75	100	29.7	56.8	13.5	70.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	68	100	16.9	52.3	30.8	83.1
	4	145	100	31.9	64.4	3.7	68.1
	5	71	100	32.3	47.7	20	67.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	65	100	19.4	46.8	33.9	80.6
	4	133	100	28.1	57.8	14.1	71.9
	5	79	100	34.3	47.1	18.6	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	146	96.6	25.2	49.6	25.2	74.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	155	96.1	33.6	46.4	20	66.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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